

## Alcorn Middle

5125 Fairfield Rd.  
Columbia, S. C. 29203

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	485 Students	
<b>Principal</b>	Darius S. Adamson	803-735-3439
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Dr. Jasper Salmond	803-231-7556

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	25	21

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Unsatisfactory	Below Average	N/A
<b>2003</b>	Unsatisfactory	Below Average	No
<b>2004</b>	Unsatisfactory	Below Average	No
<b>2005</b>	Unsatisfactory	Below Average	No

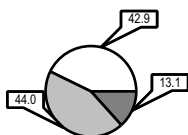
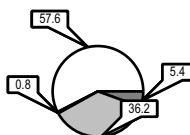
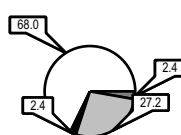
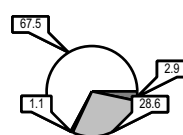
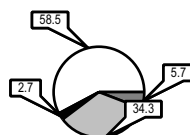
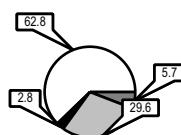
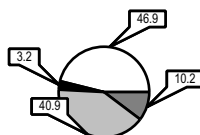
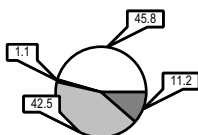
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	461	98.1	42.4	44.0	13.6	0.0	18.7	No	Yes
<b>Gender</b>									
Male	227	97.8	48.9	38.6	12.5	0.0	17.6		
Female	234	98.3	36.7	48.7	14.6	0.0	19.6		
<b>Racial/Ethnic Group</b>									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	446	98.0	42.6	44.2	13.2	0.0	18.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	381	97.6	41.6	47.0	11.4	0.0	17.8		
Disabled	80	100.0	46.7	28.3	25.0	0.0	23.3	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	461	98.1	42.4	44.0	13.6	0.0	18.7		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	456	98.0	42.4	44.1	13.5	0.0	18.6		
<b>Socio-Economic Status</b>									
Subsidized meals	368	98.1	43.4	43.8	12.8	0.0	17.1	No	Yes
Full-pay meals	89	97.8	38.0	45.1	16.9	0.0	25.4		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	461	97.8	56.9	36.9	5.4	0.8	13.5	No	Yes
<b>Gender</b>									
Male	227	97.8	58.0	32.8	8.0	1.1	15.5		
Female	234	97.9	55.8	40.6	3.0	0.5	11.7		
<b>Racial/Ethnic Group</b>									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	446	98.0	56.8	36.8	5.5	0.8	13.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	381	98.2	54.1	38.9	6.1	1.0	15.3		
Disabled	80	96.3	71.9	26.3	1.8	0.0	3.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	461	97.8	56.9	36.9	5.4	0.8	13.5		
<b>English Proficiency</b>									
Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	456	98.0	56.4	37.3	5.4	0.8	13.6		
<b>Socio-Economic Status</b>									
Subsidized meals	368	98.1	56.5	36.5	6.0	1.0	14.0	No	Yes
Full-pay meals	89	96.6	58.6	38.6	2.9	0.0	11.4		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	461	96.5	67.4	27.8	2.4	2.4	4.9
<b>Gender</b>							
Male	227	96.0	67.6	27.7	1.2	3.5	4.6
Female	234	97.0	67.2	27.8	3.5	1.5	5.1
<b>Racial/Ethnic Group</b>							
White	5	80.0	I/S	I/S	I/S	I/S	I/S
African American	446	96.6	68.1	27.2	2.2	2.5	4.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	381	97.1	62.6	31.6	2.9	2.9	5.8
Disabled	80	93.8	93.1	6.9	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	461	96.5	67.4	27.8	2.4	2.4	4.9
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	456	96.5	67.5	27.6	2.5	2.5	4.9
<b>Socio-Economic Status</b>							
Subsidized meals	368	97.0	66.8	28.2	2.7	2.3	5.0
Full-pay meals	89	95.5	70.0	25.7	1.4	2.9	4.3

<b>Social Studies</b>							
All Students	461	97.6	67.1	28.9	2.9	1.1	4.0
<b>Gender</b>							
Male	227	96.5	62.9	33.1	3.4	0.6	4.0
Female	234	98.7	70.9	25.1	2.5	1.5	4.0
<b>Racial/Ethnic Group</b>							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	446	97.5	68.0	28.4	2.8	0.8	3.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	381	97.6	63.3	32.0	3.5	1.3	4.7
Disabled	80	97.5	87.9	12.1	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	461	97.6	67.1	28.9	2.9	1.1	4.0
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	456	97.6	67.5	28.5	3.0	1.1	4.1
<b>Socio-Economic Status</b>							
Subsidized meals	368	97.8	68.6	27.1	3.3	1.0	4.3
Full-pay meals	89	97.8	60.6	36.6	1.4	1.4	2.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	98.8	54.7	37.3	8.0	N/A	8.0
	7	180	98.9	51.3	43.1	5.6	N/A	5.6
	8	153	99.3	58.2	36.9	5.0	N/A	5.0
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	142	98.6	45.8	40.8	13.3	0.0	13.3
	7	162	98.8	38.4	47.2	14.4	0.0	14.4
	8	157	96.8	42.7	44.4	12.9	0.0	12.9
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	98.8	47.3	41.3	10.0	1.3	11.3
	7	180	99.4	63.4	33.5	2.5	0.6	3.1
	8	153	98.7	67.9	27.9	3.6	0.7	4.3
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	142	98.6	49.6	42.9	6.7	0.8	7.6
	7	162	98.2	56.9	31.7	9.8	1.6	11.4
	8	157	96.8	64.2	35.8	0.0	0.0	0.0
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	142	97.2	68.1	25.2	4.2	2.5	6.7
	7	162	95.7	61.0	32.5	2.4	4.1	6.5
	8	157	96.8	71.8	26.6	0.8	0.8	1.6
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	142	97.9	62.2	33.6	3.4	0.8	4.2
	7	162	97.5	69.9	26.0	3.3	0.8	4.1
	8	157	97.5	68.3	27.8	2.4	1.6	4.0

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 485)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	28.5%	Up from 24.2%	8.0%	15.5%
Retention rate	1.7%	Down from 3.7%	5.0%	3.0%
Attendance rate	94.5%	Up from 93.8%	95.1%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.7%	Up from 13.4%	7.4%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	11.1%	Up from 10.4%	6.9%	4.6%
Eligible for gifted and talented	6.4%	Down from 7.2%	6.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.1%	Up from 15.3%	15.3%	13.6%
Older than usual for grade	4.9%	Down from 6.0%	8.6%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Down from 3.1%	1.2%	0.8%
Annual dropout rate	0.6%	Up from 0.3%	0.0%	0.0%
<b>Teachers (n= 43)</b>				
Teachers with advanced degrees	41.9%	Down from 51.1%	48.3%	51.8%
Continuing contract teachers	58.1%	Up from 57.8%	66.7%	78.1%
Highly qualified teachers	88.9%	Up from 88.2%	89.2%	89.6%
Teachers with emergency or provisional certificates	18.2%	Down from 18.4%	11.4%	6.0%
Teachers returning from previous year	79.6%	Up from 76.2%	76.9%	85.4%
Teacher attendance rate	95.4%	Up from 94.7%	94.7%	94.9%
Average teacher salary	\$39,915	Up 2.8%	\$39,915	\$41,328
Prof. development days/teacher	10.8 days	Down from 11.2 days	10.6 days	11.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 14.1 to 1	18.6 to 1	21.3 to 1
Prime instructional time	89.3%	Up from 87.4%	87.6%	89.3%
Dollars spent per pupil*	\$9,260	Up 10.3%	\$7,065	\$6,022
Percent of expenditures for teacher salaries*	54.4%	Down from 60.3%	61.0%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	65.0%	Up from 49.2%	88.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Alcorn Middle School continued to have significant gains during the 2004-05 school year. Our school improved its absolute rating from 2.1 to 2.2. Our students improved 6 percentage points overall for English/Language Arts. Our 7th grade ELA students had the highest gains among middle school students in the district, and our Special Education students had the highest levels of improvement in ELA and Math in the district. The Robotics team won numerous awards in its first year of competition, and our Drama Program was invited to perform at Disney World in Orlando, Florida.

Test results indicate a need to focus on reading comprehension, along with Social Studies and Science, which are now included in the school's rating. A new English/Language Arts Lab was opened in 2004-05 to aid in the administration of the STAR and Accelerated Reader programs. The Math Lab was renovated and given new computers to use with the Larson Pre-Algebra math program, which allows students to focus on specific remediation skills.

The AVID program is a college preparatory curriculum focused on writing, inquiry, collaboration and extensive field studies for students. More than 20 of AVID's second-year students were moved into honors classes, based upon their improvement on PACT testing in 2004. A Pre-Algebra class was added to the 7th grade for all AVID students, and 14 students were offered Algebra One for high school credit. AVID students will receive high school credit in Foreign Language and Keyboarding in 2005-06.

The Homework Center operates Monday-Friday from 7:30 a.m. until 8:30 a.m., serving approximately 60 students daily with tutoring, class and homework assistance. Students are placed in stations for problem-solving, journal-writing and critical-thinking skills. The After-School Program serves more than 100 students daily in Math, English/Language Arts and enrichment activities. In 2005-06, the program will focus upon serving more students who have academic assistance plans.

Quality of instruction, academic rigor and assessment continue to be our main focus. Failing students received mandatory tutoring during the 2004-05 school year. This will continue with a newly developed curriculum during 2005-06. Teachers and staff will continue to receive quality professional development. The induction program for new teachers completed its second year and was highly successful in the retention of those teachers. Overall, teacher retention has improved over the last three years.

Alcorn Middle School will continue with its growth pattern by focusing upon expanding community partnerships for the 2005-06 school year. Parental participation and turnout have continued to be impressive. Parents have taken a more active role in their children's academic success.

Darius Adamson, Sr., Principal  
Susan Boyd, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	45	116	26
<b>Percent satisfied with learning environment</b>	70.5%	64.9%	68.0%
<b>Percent satisfied with social and physical environment</b>	69.8%	57.7%	61.5%
<b>Percent satisfied with school-home relations</b>	17.1%	81.3%	61.5%

\*Only students at the highest middle school grade level at this school and their parents were included.